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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 13 titles deal with the following topics: a teacher training project offering a structured reading program as a model for the teaching of reading; relationships between students in traditional and competency-based reading methods courses; the effectiveness of a graduate course in reading and linguistics structured as traditional and as competency-based; variables that predict clinician success for students in a master's degree in reading program; the communication skills of undergraduate education majors; a competency-based program model for secondary English teacher education; the ability of elementary education majors to diagnose children's communication disorders; a teacher inservice program in verbal and nonverbal interaction skills; teacher preparation programs in Texas for secondary English teachers; two self-instructional learning components to prepare undergraduates to teach reading in an open classroom; factors underlying competence of reading interns; competencies needed by teachers of developmental English in two-year colleges; and the effect of training teachers to formulate literal, inferential, and critical questions to guide students' reading. (GW)

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Abstracts of the following dissertations are included in this collection:

Baird, Margaret Valeria

DEMONSTRATION TEACHER TRAINING PROJECT: THE STRUCTURED READING PROGRAM, A MODEL FOR THE TEACHING OF READING

Glassman, Marc Steven

THE RELATIONSHIPS BETWEEN TRADITIONAL AND COMPETENCY-BASED STUDENTS ENROLLED IN INTRODUCTORY READING METHODS COURSES ON MEASURES OF KNOWLEDGE OF READING, ATTITUDES TOWARDS TEACHING, SUBJECTIVE ROLE EXPECTATIONS AND PREFERENCES FOR SPECIFIC COMPETENCIES IN READING INSTRUCTION

Hyne, Robert Charles

A COMPARATIVE STUDY OF A GRADUATE COURSE IN READING AND LINGUISTICS STRUCTURED AS TRADITIONAL AND COMPETENCY-BASED

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THE RELATIONSHIP BETWEEN SUPERVISOR EVALUATION OF CLINICIAN PERFORMANCE IN A READING CLINIC AND CLINICIAN SELF-REPORT; TEACHING EXPERIENCE; GRADE POINT AVERAGE; MILLER ANALOGIES TEST; AND KNOWLEDGE OF READING

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IDENTIFICATION AND RECOGNITION OF SPEECH, HEARING, AND LANGUAGE DEFECTS AND DISORDERS BY ELEMENTARY EDUCATION MAJORS AT THE UNIVERSITY OF TOLEDO

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AN EXAMINATION OF UNDERGRADUATE TEACHER PREPARATION PROGRAMS IN TEXAS FOR SECONDARY TEACHERS OF ENGLISH

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A COMPARATIVE STUDY OF TWO SELF-INSTRUCTIONAL LEARNING COMPONENTS DESIGNED TO DEVELOP SELECTED COMPETENCIES IN UNDERGRADUATES PREPARING TO TEACH READING IN AN OPEN CLASSROOM

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FACTORS UNDERLYING COMPETENCE OF READING INTERNS: DIAGNOSIS, REMEDIATION AND PERSONAL CHARACTERISTICS

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COMPETENCIES NEEDED BY TEACHERS OF DEVELOPMENTAL ENGLISH IN TWO-YEAR COLLEGES

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THE EFFECTS OF TRAINING TEACHERS TO TEACH STUDENTS AT DIFFERENT READING ABILITY LEVELS TO FORMULATE THREE TYPES OF QUESTIONS ON READING COMPREHENSION AND QUESTION GENERATION ABILITY

DEMONSTRATION TEACHER TRAINING PROJECT: THE STRUCTURED READING PROGRAM, A MODEL FOR THE TEACHING OF READING Order No. 7808988

BAIRD, Margaret Valeria, Ed.D. Fordham University, 1977. 101pp. Mentor: John Foster

Reading scores and student mastery of reading skills continue to decline. The reading problems of urban students are especially acute. Considerable research has been devoted to causes of and remedies for student deficiencies in reading. The main purpose of this project was to offer a Structured Reading Program designed with appropriate teaching strategies to improve and extend staff development, and arrest and reverse reading retardation by means of: 1. The selection of reading/learning material geared to the learner's existing state of readiness, 2. The mastery and consolidation of all ongoing learning tasks before new tasks were introduced so as to provide the necessary foundation for successful sequential learning, 3. The development of readiness for future reading/learning tasks, 4. The use of sequenced, structured learning materials organized to facilitate improved reading achievement.

The model design included objectives, program structure, training modules, role definitions, workshop and teaching materials, descriptive teaching capsules, and testing and evaluation procedures. Specifically, the personnel definitions were written for supervisors, administrators, teachers, auxiliary personnel (paraprofessionals), parents, and peer tutors. The staff development workshops covered a wide range of topics specifically related to improvement of the reading process such as: testing for diagnosis, innovations and recent research, supplementary reading materials, correlation with a basal reader series, individualization for reinforcement, reading and psycholinguistics, classroom management, the art of questioning, the use of audio-visual materials, teacher resource centers, the place of human relations in the classroom, and strengthened lesson planning.

The target population was composed of approximately 420 second through fifth grade pupils in an urban Title I elementary school. The students in grade two were given the Metropolitan Achievement Test Primary II, Form F for reading placement. Standardized test scores for the previous year were used for placement of pupils in grades three, four, and five.

Each class on a grade level was divided into three reading groups: low (below grade level), average (on grade level), and high (above grade level). Reading classes on the grade were grouped homogeneously. Pupils were identified for low, average, and high reading classes by using recorded standardized scores.

The 1970 census recorded similar demographic, social, and economic information for the program school and a similar school not offering the Structured Reading Program. Figures showed that the program and non-program schools were similar in ethnic breakdown, income level, percentage of welfare recipients, median parent age, and supportive services provided.

Formal evaluation of school mean scores could not be made as the standardized reading test for the city was changed each year. The median scores in reading suggested higher achievement in the program school. The New York City financial crisis brought about economic changes, increased teacher apprehensiveness, and pupil mobility. These factors may have contributed to the slight decline in the percentage of pupils at and above grade in reading achievement and the median scores for the year 1975–1976.

District-Wide Performance

School X (Program School) and School Y (Non-Program School)

Median Scores Selected for Grades 2 and 5

Grade 2	1974	1975	1976
School Y	3.0	3.3	3.6
School X	2.8	3.0	3.2
Grade 5			
School Y	5.7	6.4	5.9
School X	5.4	5.7	5.2

The principal recommendations of this study were: 1. A longitudinal study to continue for two years based on the first three-year instructional pattern. Every teacher in the program to be given assistance by personnel from the career ladder development program (educational assistants, teacher assistants, and aides). The inclusion of an expanded parent volunteer and peer tutor program to be used as supportive help. 2. A replication study to include second grade teachers who would repeat the Structured Reading Program at school Y with new second grade children and a comparable elementary school X would be invited to participate on the same grade level. 3. A pilot study to compare the Structured Reading Program with a trade Basal Reader Program.

THE RELATIONSHIPS BETWEEN TRADITIONAL AND COMPETENCY-BASED STUDENTS ENROLLED IN INTRODUCTORY READING METHODS COURSES ON MEASURES OF KNOWLEDGE OF READING, ATTITUDES TOWARDS TEACHING, SUBJECTIVE ROLE EXPECTATIONS AND PREFERENCES FOR SPECIFIC COMPETENCIES IN READING INSTRUCTION

GLASSMAN, Marc Steven, Ed.D.
University of Georgia, 1977

Supervisor: James A. Dinnan

The problems under investigation in this study were the relationships between traditional and competency-based teacher education students, on measures of knowledge of reading, attitudes toward teaching, subjective role expectations and preferences for specific competencies in reading instruction.

The subjects included 83 students enrolled in their introductory reading methodology course (ERD 401) at the University of Georgia, during the Spring, 1976 quarter.

The following pretest measures were used for the statistical differences of the subjects at the outset of the study: 1. the Scholastic Aptitude Test 2. the Otis-Quick-Scoring Mental Abilities Test 3. the Educational Attitude Scale VII 4. the Teacher Practices Questionnaire 5. the Q-Sort of Reading Teacher Competencies.

The following post-test measures were used at the completion of the study to test for statistical differences: 1. the Inventory of Teacher Knowledge of Reading 2. the Reading Skills Mastery Test 3. the Educational Attitude Scale VII 4. the Teacher Practices Questionnaire 5. the Q-Sort of Reading Teacher Competencies.

Analyses of the data consisted of a t-test to test for statistically significant mean differences and an F test for the homogeneity of the variances. A chi-square formula was utilized to test the significances of the distributions on the Q-Sort. All analyses were equated at the .05 level of confidence. Statistically significant mean differences were found on the following measures: 1. the Reading Skills Mastery Test 2. the

progressivism and traditionalism scales of the Educational Attitude Scale VII 3. the counselor, motivator, referrer and disciplinarian scales of the Teacher Practices Questionnaire 4. the Q-Sort of Reading Teacher Competencies.

Based on these findings, the following conclusions were drawn: 1. Traditional preservice teacher interns completed their introductory reading methodology course with a greater knowledge of reading than did the competency-based interns. 2. The CBTE group held attitudes that were more progressivistic and less traditionalistic than the traditional group. 3. The CBTE group viewed themselves more in the role of motivator and counselor than did the traditional group. The traditional group viewed themselves more in the role of referrer and disciplinarian than did the CBTE group. 4. The CBTE group viewed a greater number of competencies of being either important or unimportant to themselves than did the traditional group. Order No. 77-29,759, 133 pages.

A COMPARATIVE STUDY OF A GRADUATE COURSE IN READING AND LINGUISTICS STRUCTURED AS TRADITIONAL AND COMPETENCY-BASED Order No. 7806297

HYNE, Robert Charles, Ed.D. Hofstra University, 1978. 227pp.

Purpose

The purpose of this study was to compare the effectiveness of a graduate course Linguistics and the Teaching of Reading when it was taught in a traditional manner with the effectiveness of the course when it was taught in a manner redesigned to fit a definition of competency-based teacher education (CBTE).

Procedure

The data were collected during the fall of 1975 and the spring of 1976 using the graduate students enrolled in the graduate students enrolled in the graduate course Linguistics and the Teaching of Reading. During the first meeting of the fall semester course, the Language Inquiry Questionnaire (LI) and the Language Attitude Scale (LAS) were administered to the control group (traditional). In the remainder of this session, and during the following thirteen sessions, the class was taught in a manner similar to the presentation of this course in previous sections. Each class session was audiotaped and two sample sessions were selected randomly and analyzed using the Anchor-Gallagher System (A-G). During the last session, the two pretests were re-administered as posttests. In addition, the Inventory of Student Perceptions of Instruction (SP) was administered.

Prior to the beginning of the spring session, the course was redesigned to fit a broad definition of CBTE. During the first session of the spring session of the experimental group, the testing procedures were identical to those used in the fall. During the remainder of the course, the instructor conducted the course as designed by this investigator. Again, class sessions were taped and two randomly selected sessions were analyzed. During the last session, testing procedures identical to those used in the last session of the control group were employed.

Treatment of Data

The data for the LI, the LAS, and the SP were analyzed using a multivariate analysis of variance and covariance. A .05 level of significance was required to reject the null hypotheses.

Data for the A-G were analyzed using a chi-square test to investigate significance of differences. A .05 level of significance was required to reject the null hypothesis.

Findings

Analysis of data revealed that the groups were significantly different on the LAS and the LI. The LAS measured attitudes towards non-standard English generally, and Black English in particular. The LI was designed to measure cognitive knowledge about the English language. Analysis of the data revealed a strong correlation between the two tests, with the LAS having the greater effect. An informal inspection of the two tests indicated that many questions on the LI pertained to attitudes. Therefore, the differences between groups following treatment could be attributed primarily to attitudes, rather than to attitudes and cognitive knowledge combined.

The two groups were not found significantly different on the A-G, a system designed to analyze classroom thought processes. The groups were not significantly different on the SP, which measured student attitudes toward the course.

Conclusions

1. A competency-based course of this type is a more effective method of achieving more positive attitudes towards use of non-standard language than is a traditionally-designed course with similar goals and content. 2. This type of a competency-based course is a more effective method for increasing cognitive knowledge related to language and linguistics than a similar traditionally-designed course. 3. Graduate students enrolled in courses designed as competency-based and in more traditionally-designed courses will have similar attitudes towards their respective courses. 4. Verbal interaction in class sessions of competency-based courses of this type is not significantly different from the verbal interaction in traditionally-designed graduate courses of this type.

THE RELATIONSHIP BETWEEN SUPERVISOR EVALUATION OF CLINICIAN PERFORMANCE IN A READING CLINIC AND CLINICIAN SELF-REPORT; TEACHING EXPERIENCE; GRADE POINT AVERAGE; MILLER ANALOGIES TEST; AND KNOWLEDGE OF READING

JOHNSTONE, Judy Ramey, Ph.D.
University of Maryland, 1977

Supervisor: Robert M. Wilson

The purpose of this study was to identify variables which could be used to predict clinician success for students who were nearing completion of the Master's degree in Reading program at the University of Maryland. Secondary objectives were to: 1) design a valid and reliable measure of clinician knowledge of reading and 2) establish the reliability of the Clinic Strategy List--Supervisor Evaluation, a graphic rating scale used by supervisors to evaluate and record clinician performance of clinic strategies.

A sample of 22 students participated in the study. They were enrolled in coursework in clinical diagnosis and instruction for six weeks.

To investigate clinician knowledge of reading, a 44 multiple choice item Diagnosis and Remediation of Reading Difficulties Test was constructed. The areas tested included diagnosis and instruction in: readiness, sight vocabulary, work attack, oral reading, comprehension, and content reading.

The Clinic Strategy List--Clinician Self-Report (CSL-CSR) was developed by the Reading Center faculty. The instrument is divided into five major sections which include: 1) Strategies for the Resource Role; 2) Strategies for Organization; 3) Strategies for Instruction; 4) Strategies for Independent Reading; and 5) Strategies for Expanding Interests, Attitudes, and Reading Habits. The CSL-CSR was completed before the start of clinic and it was used in the data analysis as the first self-report.

The Clinic Strategy List--Supervisor Evaluation (CSL-SE) was developed by the Reading Center faculty. The instrument is divided into the same five categories as the CSL-CSR but it is a summary form. Upon having observed clinician performance, the supervisor records the evaluation which best described the clinician's performance.

At the conclusion of clinic, a CSL-SE was distributed to each clinician so that they could indicate their perceptions of competence in using each strategy. This form became the second self-report. Additional information such as years of teaching experience, graduate grade point averages, and scores on the Miller Analogies Test were obtained from the Graduate Records Office.

The data was analyzed by employing two statistical procedures: the Pearson Product-Moment technique and Stepwise Multiple Regression. Scattergrams were drawn to illustrate significant relationships among the variables.

Based on the findings of the study the following conclusions are drawn: 1. The findings do not support the use of the variables investigated as predictors of effective clinician performance in the University of Maryland Reading Clinic at this time. 2. Clinicians tend to evaluate their performance more positively when compared to supervisor evaluation after having completed clinic. 3. Clinician knowledge of reading is positively related to length of teaching experience and to the Miller Analogies Test. 4. Self-report prior to clinic experience is negatively related to GPA and the Miller Analogies Test. 5. Self-report after clinic experience is negatively related to the Miller Analogies Test. 6. The top third of clinicians cannot be separated from the bottom third as determined by supervisor evaluation based on the variables investigated in this study.

The results of this study suggest the following implications for clinical training: 1) the Reading Center faculty at the University of Maryland should examine other predictors of clinician success since the variables in this study do not appear to be valid predictors; 2) the Reading Center faculty at the University of Maryland should examine the Clinic Strategy List--Supervisor Evaluation form; and 3) the variables used in this study were not able to predict the extreme groups of clinicians based on supervisor evaluation of clinician performance.

Future research is needed on identifying factors that may serve to predict effective clinician performance. Suggestions for research include the effect of working with a teammate and an investigation of factors which lead to more accurate self-reports after clinic experience.

Order No. 77-29,132, 195 pages.

ASSESSMENT OF THE COMMUNICATION SKILLS OF UNDERGRADUATE EDUCATION MAJORS Order No. 7806011

JUDAH, Ronald, Ph.D. University of Georgia, 1977. 91pp. Major Professor: G. M. Gazda

This study attempted to develop assessment instruments to predict the trainability of undergraduate education majors in the area of interpersonal communication skills. A secondary objective sought to establish the reliability of the predictor battery and the reliability of the criterion instrument used in this study.

The sample consisted of 73 female undergraduate education majors enrolled in the Systematic Human Relations Training program at the University of Georgia during Spring Quarter 1977.

A battery of predictor variables consisting of the University of Georgia Biographical Questionnaire, Rotter Locus of Control scale and the Index of Responding was administered to the sample population. The battery was administered before the sample population was exposed to any human relations training.

Scores on the predictor variables were correlated with a criterion variable consisting of a standard role. Both the standard role criterion variable and the Index of Responding predictor variable were scored using a Global Scale. Four purposes of this study a 3.0 level of functioning as measured by the Global Scale, was set as the acceptable level of student functioning.

Scores on the battery of predictor variables were correlated with scores on the criterion variable by means of a step-wise multiple linear regression computer program. The battery of predictor variables consisted of 15 University of Georgia Biographical Questionnaire factor variables, plus the Rotter Locus of Control variable and the Index of Responding variable for a total of 17 predictor variables. Thirty-four percent of the total variance was accounted for by four biographical factor variables taken as a constellation.

The remaining biographical factor variables plus the Rotter Locus of Control variable and the Index of Responding variable added statistically nonsignificant correlational increments to the criterion.

A COMPETENCY-BASED PROGRAM MODEL FOR SECONDARY ENGLISH TEACHER EDUCATION

LONEYDE, Catherine Marie Jones, Ph.D.
Cornell University, 1977

This dissertation describes the design and development of a program model for competency-based education for teachers of English. In addition, because program implementation in this case is in New York State, the crucial roles of both the New York State Education Department and of the local consortium are outlined and discussed in detail.

This CBTE model is built around the conception of an English teacher as a professional who teaches students in a school setting to use and comprehend language for a better understanding of self and others. This statement of teacher role is reflected in all aspects of program design: instructional methods, program content as expressed through competencies to be demonstrated, and the evaluation procedures used to measure these competencies. Also reflected in both isolation of competencies and program design are the New York State goals for secondary education, the goals of the local school district, the responses of public school teachers to English education in the past and the needs those teachers perceive for the future. Furthermore, the input of those students who have gone through the Cornell Masters of Arts in Teaching Program in English in recent years is included.

Specifically, the competencies which are seen as crucial to a teacher of English at the secondary level are: the ability to teach literature, the ability to teach language skills, the ability to teach writing, the ability to teach listening and speaking skills, and the ability to teach both developmental and remedial reading skills. Beyond this are general competency areas of classroom management, planning for instruction, evaluation and the like. For each competency, the criteria, the instructional means, and the evaluation procedure and setting is given.

Knowledge, skills, and attitudes are summarized in competency statements fundamental to the teaching of English. The use and understanding of language in all its aspects is taught through reading, writing, listening, and speaking. Literature is the vehicle through which much understanding of language is learned; as such this program stresses academic competence in all genres and in the skills necessary to relate literature to students and their experiences.

Central here is the careful integration of English as a subject matter and the skills essential to teaching English at the secondary level. Order No. 77-28,382. 246 pages.

IDENTIFICATION AND RECOGNITION OF SPEECH, HEARING, AND LANGUAGE DEFECTS AND DISORDERS BY ELEMENTARY EDUCATION MAJORS AT THE UNIVERSITY OF TOLEDO Order No. 7802488

MARTI, Bernice Cleland, Ed.D. The University of Toledo, 1977. 166pp.

The purpose of this study was to assess the ability of students enrolled in the block elementary education courses at The University of Toledo. These students were presented for observation on audio-visual tape the type of cases that could be found in the elementary classrooms. The students were asked to complete a questionnaire in an attempt to gather evidence as to whether they could determine whether or not a child had a communication problem and, if so, could they recognize the specific type of problem.

The population was divided into sub-groups of varying educational backgrounds for the purposes of analysis. The high and low correct response scores were compared along with the mean correct response rates, the median for each group, the rank order of the cases identified and recognized, and the cluster of scores.

An analysis of the data showed deficiencies in the identification and recognition of language delayed children, those with voice disorders, and children with defects of articulation. The population scored above 90 percent correct response rate for the severe cases of cerebral palsy, stuttering, and the cases of normal speech. This trend was consistent regardless of academic background.

Recommendations were given for changes in academic preparation for future elementary teachers.

A STUDY OF INTERACTION SKILLS OF SELECTED CLASSROOM TEACHERS IN AN IN-SERVICE SETTING Order No. 7806090

MOORE, Eileen Egan, Ed.D. Auburn University, 1977. 168pp. Director: Kenneth Cadenhead

The purpose of the study was to determine whether a three-week in-service program of non-verbal and verbal interaction skills would significantly increase teachers' facilitative responses in a classroom setting. The study also attempted to determine the lasting effects of the program by comparing teachers who participated in a three-week practice period with teachers who did not have the practice period.

Two groups of practicing teachers, six teachers in one school and five teachers in a second school, were video taped at three different times. The first taping was done at the beginning of the program for baseline information. The second taping was done after the first group had had the treatment in interaction skills. The second group served as the control group at this time. The third taping was done after the first group had continued to practice interaction skills for a period of three weeks and after the second group had received essentially the same treatment as the first group.

A random selection of tape segments were taken from the video tapes for rating. Three raters evaluated non-verbal skills, using a scale which was a part of the treatment materials. Three raters rated verbal interaction skills on the Carkhuff scale for global dimensions. The ratings were combined for a composite score for each of the videotaped segments. The scores were then used as a basis for comparisons as stated in three null hypotheses.

The findings indicated that the in-service program did not result in statistically significant differences in interaction skills of the teachers. The findings also showed no statistically significant differences in the teachers' interaction skills following the practice period.

AN EXAMINATION OF UNDERGRADUATE TEACHER PREPARATION PROGRAMS IN TEXAS FOR SECONDARY TEACHERS OF ENGLISH Order No. 7806290

PLATT, Annette Edwards, Ed.D. McNeese State University, 1977. 230pp. Supervisor: Dr. E. Waddell Burge

The purpose of this study was to describe apparent strengths and weaknesses of teacher preparation programs for secondary teachers of English in one private college and nine state universities throughout Texas. The focus of the study was on five aspects of English education: 1) variations in organization and administration of programs among institutions included in the study, 2) variations in competency in academic specialization among advanced English students, 3) perceived effectiveness of teacher preparation programs by recent graduates, 4) balance in preparation among various divisions making up the discipline of English, and 5) involvement in English education of departments of English and discernible cooperation between colleges of education and departments of English.

The study consisted of three parts: 1) examination of catalogs for requirements and course offerings directly pertinent to English education, 2) administration of the Houghton Mifflin College English Placement Test to advanced English students by cooperating faculty members of the ten institutions included in the study, and 3) administration of an opinionnaire relative to perceived effectiveness of teacher preparation programs by recent graduates. Eighty-four students were subjects for the placement test; eighty-eight recent graduates with teaching experience in English supplied opinionnaire responses. The opinionnaire responses, along with faculty interviews, supplied information concerning involvement of departments of English with English education and discernible cooperation between colleges of education and departments of English.

For data analysis, comparison was made among institutions of the number and variety of available course offerings, as well as a compilation of required courses and consideration of frequency of requirements; scores were computed for the placement test and compared with equivalent scores made by entering freshmen in the test's standardization; and scores indicative of perceived effectiveness of training were computed from the opinionnaire.

Results of the catalog study indicated that the range in number of course offerings among the ten institutions was 31 - 132. Literature made up 59.65 percent of the required English courses, language 29.82 percent, composition 5.26 percent, and methods 5.26 percent. Results of the placement test indicated a range in raw scores of 36 - 100; percentile ranks for equivalent scores for entering freshmen ranged from 99+ to 9. Twenty-four percent of the advanced English students made scores with percentile ranks below 50 for equivalent freshman scores. Scores computed for the opinionnaire indicated that forty-seven respondents (53.41%) considered their teacher preparation in relation to academic specialization less than adequate. Eight of the ten faculty members interviewed considered cooperation between departments of English and colleges of education adequate to very effective; however, 46.59 percent of the opinionnaire respondents indicated that there was no notable cooperation.

Conclusions drawn from the study follow: 1) that the major variations in organization and administration of programs are in the number of available courses, options relative to major, and involvement of departments of English with English education; 2) that there is extreme variation in competency of advanced students according to test scores; 3) that the majority of beginning teachers surveyed do not consider themselves adequately prepared in academic specialization; 4) that there is a lack of balance in preparation among various divisions making up the discipline of English, and 5) that discernible involvement of departments of English in English education is desirable.

Recommendations were made that further study be done to determine the 1) effectiveness of interdisciplinary councils in setting realistic institutional requirements; 2) effectiveness of interdisciplinary councils in relation to admission, retention, and certification of prospective teachers of English; 3) relationship between required English education courses and knowledge and skills required in the classroom; and 4) extent and effectiveness of involvement of departments of English with English education.

A COMPAPATIVE STUDY OF TWO SELF-INSTRUCTIONAL LEARNING COMPONENTS DESIGNED TO DEVELOP SELECTED COMPETENCIES IN UNDERGRADUATES PREPARING TO TEACH READING IN AN OPEN CLASSROOM

Order No. 7803554

PUTT, Robert Clayton, D.Ed. The Pennsylvania State University, 1977. 289pp. Adviser: Dr. Lester S. Golub

Statement of the Problem

The problem that was the focus of this study was to determine whether a reading-writing competency-based self-instructional learning component or a listening-writing competency-based self-instructional learning component would be more effective in developing selected cognitive level competencies with undergraduates preparing to teach reading in an open classroom. Parallel to the specific problem was the identification of specific competencies needed to teach reading in the open classroom, the development and field testing of two competency-based self-instructional learning components designed to develop these competencies, and the determination of which selected variables may have affected achievement when the two learning components were field tested.

Procedure

A search of the literature was conducted to identify a list of competencies needed to teach reading in the open classroom. One hundred elementary school open classroom teachers in the Mansfield State College service area were administered a questionnaire to determine competencies they felt were needed by undergraduates preparing to teach reading in an elementary school open classroom. Fifty-nine respondents who agreed with the investigator's criteria for an open classroom were utilized to build a list of competencies needed to teach reading in an open classroom. Five reading scholars from university faculties in various states in the United States were asked to examine and validate the list of competencies resulting from the field study. The investigator then developed a reading-writing and a listening-writing self-instructional learning component to develop the competencies and field tested the two learning components with 58 elementary education majors at Mansfield State College, Mansfield, Pennsylvania. The Nelson-Denny Reading Test, Form C, the Brown-Carlsen Listening Comprehension Test, Form Am, and a criterion referenced pretest and posttest designed by the investigator were administered to each subject. The experimental design utilized in this study was a randomized groups, pretest posttest design. A t-test for independent samples, a t-test for paired samples, and the Pearson r were used to statistically test the null hypothesis for significance at the .05 level. Two experimental groups and one control group were formed to meet the purposes of the study.

Findings

1. Thirteen specific competencies needed to teach reading in the open classroom were identified and validated. 2. Both of the experimental groups achieved significant gain at the .05 level between the pretest and posttest. 3. There was not significant difference in gain at the .05 level between the pretest and posttest in the two experimental groups. 4. Females in the Reading-Writing Treatment Group achieved significantly higher gain than the males between the pretest and posttest.

Conclusions

The study resulted in the development of a list of competencies needed to teach reading in the open classroom and also the development of two self-instructional learning components that were demonstrated to be effective learning aids in teacher education. In addition, the results of this study indicate that achievement on the two learning components was not affected significantly by tested reading ability, tested listening ability, or preferred modality of learning. Sex was only a factor in the Reading-Writing Treatment Group where females achieved significantly higher gain than males.

FACTORS UNDERLYING COMPETENCE OF READING INTERNS: DIAGNOSIS, REMEDIATION AND PERSONAL CHARACTERISTICS

ROGERS, Donna Mae, Ph.D.
The University of Arizona, 1977

Director: Wilbur Ames

The purpose of this study was to determine whether competencies of the reading intern cluster into identifiable subsets of competencies, and if they did, to determine (1) which measures of the factors were most reliable, and (2) what relative variation of the total reading intern was accounted for by each factor.

The subjects in the study were fifty graduate students enrolled in one or both practicum courses (Diagnosis, Remediation) in the Department of Reading, The University of Arizona, during one or both summer sessions, 1976.

Three competencies (diagnosis, remediation, and personal characteristics) were measured by three different methods (objective, Likert scales, and semantic differentials). The objectives tests in diagnosis and remediation, the three Likert scales, and the three semantic differentials were constructed by the investigator. The Helpee Stimulus Expressions, developed by R. Carkhuff, was chosen as the most objective means of assessing subjects' levels of personal characteristics. Responses to this instrument were rated with the Carkhuff Communication Index.

All nine instruments were used to evaluate those subjects who were enrolled in both practicum courses during the summer sessions. Subjects enrolled in only one of the two practicum courses during the summer sessions were evaluated in the area of personal characteristics and either diagnosis or remediation depending on the practicum in which they were enrolled.

Reliability estimates were made for all instruments. Cronbach alpha coefficients were computed for the objective tests in diagnosis and remediation and the three forms of the Likert scales. Pearson-Product Moment correlations were computed for the Helpee Stimulus Expressions, the three forms of the Likert scales, and the three forms of the semantic differentials. A Principal Factor analysis with Varimax rotation was undertaken to determine the clustering of the competencies.

The study indicated that competencies of the reading intern cluster into two identifiable subsets. These were labeled remediation-personal and diagnosis-personal. The Likert scales were determined to be the most reliable measures of the competencies. The remediation-personal factor accounted for 63.7%, and the diagnosis-personal factor accounted for an additional 19.7% of the variation of the total reading intern.

Implications of the study included the possibility that while diagnosis and remediation are separate competencies, personal characteristics may be so interwoven with each, that its assessment and training should be dealt with in the context of courses in diagnosis and remediation. Recommendations were made which included establishing concurrent validity for the Likert scales and semantic differential measures of personal characteristics. Order No. 77-20,503, 122 pages.

COMPETENCIES NEEDED BY TEACHERS OF DEVELOPMENTAL ENGLISH IN TWO-YEAR COLLEGES

Order No. 7807224

SMITH, Margaret Little, Ed.D. Virginia Polytechnic Institute and State University, 1978. 131pp.

The two-year college system operates primarily under an open-door admission policy which admits many students who are academically deficient in their writing skills. To meet the needs of these students, many colleges have designed and implemented developmental English courses which, unfortunately, have not always shown a high degree of success. Many studies have been made to identify characteristics of the developmental student, but research is limited in the area of competencies needed by those who instruct students taking developmental writing courses.

It was the purpose of this study to identify these competencies, and the method chosen to do this was the Delphi Technique. A panel of fifty-three experts listed what they perceived to be needed competencies for teaching developmental composition. They listed forty-two competencies which were itemized into three categories: rhetorical, pedagogical, and human interaction. The panel members then rated these according to their perceived importance. The investigator ranked them in order of importance by using a weighted score. Competencies receiving the highest ratings included all three of the above categories.

Conclusions of the study were as follows: (1) Developmental English composition instructors need skills in teaching students the art of rhetoric. (2) They need to be well versed in strategies of instructional methodology. (3) They need to understand the basic principles of human interaction. And (4) experienced teachers are best suited for developmental instruction, for often competencies needed for instruction have to be acquired through teaching experience rather than through formal instruction.

Recommendations included the following: (1) The four-year institutions' requirements for English majors should include more writing methodology courses to replace some of the literature requirements. (2) There should be more inservice workshops or seminars for employed instructors. (3) Finally, administrators should be more selective in the choosing of developmental composition instructors.

THE EFFECTS OF TRAINING TEACHERS TO TEACH STUDENTS AT DIFFERENT READING ABILITY LEVELS TO FORMULATE THREE TYPES OF QUESTIONS ON READING COMPREHENSION AND QUESTION GENERATION ABILITY

SMITH, Nancy Jo, Ph.D.
University of Georgia, 1977

Supervisor: Dr. George E. Mason

The purpose of this study was to assess the effect of training teachers to teach students at different reading ability levels to formulate literal, inferential, and critical questions. The effect of this treatment on reading comprehension and question generation ability was investigated. To accomplish this purpose the comprehension check of the Directed Reading Lesson was modified by training students to ask the questions about selections in the basal reading series used for reading instruction. This modification of the comprehension check applied three generalizations drawn from the concept of mathemagenic activity. First, what the student learns is determined by certain activities. Secondly, the environment should foster in the student those activities that will allow him to achieve specified instructional goals, therefore, making the environment student-centered. Thirdly, the student-centered environment incorporating pupil-teacher interaction is conducive to the achievement of certain instructional goals.

The modification was achieved through in-service training during which one group of teachers was trained to teach students to formulate literal, inferential, and critical questions. In order that the effect of the modification could be assessed, a different group of teachers received in-service training in asking literal, inferential, and critical questions. A third group of teachers received no in-service training. All teachers were periodically observed while teaching reading.

Each of 12 classes of third grade students in three elementary schools were assigned to one of the three treatment groups. Within each treatment group the subjects were grouped by reading ability.

The results of this study indicated that type of in-service teacher training did not significantly affect student comprehension ability. Type of in-service teacher training had a significant effect on the total number of questions students generated and on the number of literal, inferential, and critical questions students generated. Students whose teachers received in-service training in having students to formulate questions generated more total questions than each of the other groups. These students also generated more literal questions than each of the other groups and more inferential and critical questions than the students whose teachers received in-service training in asking questions.

Ability grouping also had a significant effect on the total number of questions students generated. Average readers in this study generated more questions than the below or above average readers. Ability grouping did not significantly affect the number of literal and critical questions students generated but had a significant effect on the number of inferential questions students generated. However, there were no significant differences in the adjusted means of the ability groups in the number of inferential questions generated. An interaction between type of in-service teacher training and ability grouping did not significantly affect student comprehension ability or question generation ability. Order No. 77-29,808, 100 pages.

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